**11th Grade Writer’s Workshop – Literary Analysis Essay**

**PROMPT:** *In a multi-paragraph essay, describe the characteristics of “The Devil and Tom Walker” that make it an example of American Romanticism.*

**INTRODUCTION** (sample format: hook *[optional]* – background information – thesis)

1. **PLAN YOUR BACKGROUND INFORMATION.** While the thesis statement is the most important sentence in the introductory paragraph—and in the entire essay, for that matter—your reader usually needs some background information about the topic(s) being discussed before he/she is ready for your main claim. Try summarizing the most important information about Romanticism and “The Devil and Tom Walker” in a few sentences below.

BACKGROUND INFORMATION:

1. **GENERATE A THESIS.** A good thesis should directly address the prompt. Taking the prompt’s question and turning it into a declarative statement is usually a good start for a thesis. Try writing your thesis below:

THESIS:

**BODY PARAGRAPH (x3)** (sample: topic sentence – evidence – elaboration x2)

1. **COMPOSE TOPIC SENTENCES.** Imagine that your reader disagrees with your thesis, or is unconvinced. What three characteristics of this text exemplify Romanticism? Each of these characteristics will form a topic sentence for its own paragraph of your essay.

CHARACTERISTIC #1:

CHARACTERISTIC #2:

CHARACTERISTIC #3:

1. **SELECT THREE PIECES OF EVIDENCE.** You must provide concrete evidence from the text of each of the above characteristics. Direct quotations are generally the most reliable type of evidence, but summarizing or paraphrasing the text is also acceptable. Identify three pieces of evidence from the text that demonstrate the above characteristics and list them below.

EVIDENCE #1:

EVIDENCE #2:

EVIDENCE #3:

1. **ELABORATE ON THIS EVIDENCE.** Imagine that your audience does not see the connection between your evidence from BODY 2 and the topic sentence from BODY 1. Elaborate on (explain) why the evidence you chose is a good example of the characteristic you identify in your topic sentence. Elaboration sentences often start with a phrase such as, “This is an example of …” “This reflects the author’s belief …” “This passage shows that …” “In this quote,” “Here the author is …” “This illustrates …” THIS IS OFTEN THE BEST PLACE TO DISCUSS THE AUTHOR’S PHILOSOPHICAL AND POLITICAL ASSUMPTIONS AND HOW THEY ARE REFLECTED IN THE EVIDENCE. Try recording two sentences of elaboration for every piece of evidence below.

ELABORATION #1:

ELABORATION #2:

ELABORATION #3:

**CONCLUSION** (sample: restatement of thesis – summary of reasons – clincher *[optional]*)

1. **RESTATE YOUR THESIS.** While you don’t want to repeat yourself, it is important to remind your reader at the end of the essay exactly what point you have proven. Try restating, or “echoing” the basic claim of your thesis statement below.

RESTATED THESIS:

1. **SUMMARY OF REASONS.** If you’ve followed the above steps carefully, by now your reader should be just about convinced of your thesis claim. Try following up your restated thesis with a summary of the topic sentences and evidence from each of your body paragraphs below.

SUMMARY OF REASONS AND EVIDENCE:

STOP! You’re not done yet! Compare the above rough draft with the essay rubric (pink). Are you on track to earn a rubric score of 4 in each category? In which two categories are you *least* likely to earn a rubric score of 4? List them below and record what, specifically, you can do to improve your score in these categories.